

Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

Syllabi

eCommons

1-1-2001

PM 608 The Servant as Pastoral Care Giver

Tapiwa N. Mucherera

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

Recommended Citation

Mucherera, Tapiwa N., "PM 608 The Servant as Pastoral Care Giver" (2001). *Syllabi*. Book 1001.
<http://place.asburyseminary.edu/syllabi/1001>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact thad.horner@asburyseminary.edu.

ASBURY THEOLOGICAL SEMINARY

**A Syllabus and General Guide for
PM 608: The Servant as Pastoral Care Giver
Spring Semester, 2001**

**6:15 – 7:30pm
T & Thur**

**Tapiwa N. Mucherera, Ph.D.
Assistant Professor of Pastoral Counseling**

“Besides seeing other persons for who they really are, I must see myself as I am. I need to see what I am doing and whether what I am doing helps or hinders the growth of others.”
Mayeroff

I. Course Description

This course is about pastoral care. I mean that in two senses: First, the ability of pastors to care for their own lives. Second, the ability to provide spiritual and whole-person care for other persons. Traditionally, pastoral care is largely understood in the latter sense. I consider that unfortunate since the ability to care for others is partly based on competence in self-care. Thus this course begins with an emphasis on personal care. This theme shall be revisited throughout the semester in various forms. The bulk of the course will be devoted to having students develop the ability to think like a pastor and becoming a person who communicates a pastoral presence. You will also learn about the unique role of a pastor and the basic kinds of personal and collective concerns that pastors typically encounter.

II. General Goals

1. Develop and incorporate an understanding of pastoral care as a valid component of ministry, foundational to caring for others
2. Identify personal issues that may potentially strengthen or harm your ministry.
3. Establish healthy personal boundaries and ethical behaviors.
4. Learn how to think and act like a pastor.
5. Integrate learnings from other theological studies through reflection upon specific acts of ministry.
6. Understand some of the basic principles of listening, empathic responding and conversing as a pastor.
7. Discover models for recruiting, training and supervision of lay caregivers.

III. Objectives of the Course

To help you cultivate the habit of thinking like a pastor in your interactions with people during times of caring for them as an integral part and extension of the ministry of the community of faith.

Specific Objectives: Upon completion of this course the student should be able to:

A. **Explain** in writing:

1. An understanding of the historical, biblical, theological and theoretical foundations for personal care and counseling.
2. A sound rationale for seeing personal care (ministry) as foundational to providing pastoral care
3. A plan for care and counseling from a specific case example.
4. Participate in a team research project and present recommendations for action plans to a pastoral care concern.

5. Critically reflect on pastoral care and counseling issues.
6. Give critical, yet caring, comments on the ideas of other colleagues.

B. **Express** orally in class peer counseling sessions the ability to use basic listening skills and the art of hosting a pastoral conversation.

C. **Use** multiple resources for discovering information about caring ministry, especially the World Wide Web.

D. **Present and respond** to challenging material in a highly interactive dialogue with increased perceived ability to raise critical questions and make helpful and insightful responses to the work of others.

IV. Prerequisites for PM 608

Upon admission to the seminary no prerequisites for PM 608 are required. This course is foundational for further classes in pastoral care and counseling.

Special Assignments

A. **Letters to the Professor:**

1. Definition: Letters to the Professor are opportunities for you to expand your knowledge by putting into written form the thoughts, experiences and questions regarding a particular subject. It is an interactive engagement between the person writing the reflection and the professor.

2. Subjects: The letters are to be limited to the subjects directly related to pastoral care and counseling. These subjects include: class presentations; readings in textbooks and research; personal experiences in providing or receiving care and counseling; personal thoughts and feelings about the pastoral ministry; questions to oneself or to the instructor. The subject does not include personal journaling, diary writing or blowing off steam.

3. Methodology:

1. Use personal pronouns: Referring to yourself as the writer use I, me or my, in all cases and never use you unless it is a direct quote, or it is addressed to the instructor. Claim your own experience instead of legitimizing it through projection onto another person.

4. Avoid words like: must, should, need to, ought to, have to or other moral imperatives that sound “preachy. Save these words for emergencies.

5. Avoid generalizations or analyzing words and phrases such as: “the truth is,” “in reality,” “all people,” “everyone,” “people say,” “research says” and “you know.” Just tell the story, or ask the question.

6. Write as specifically as possible. Use the journalistic format of who, what, when, where, and how.

7. Write for your own learning. Avoid trying to impress the professor as the primary goal of writing. Be yourself by writing boldly. Demonstrate the struggle that comes from discovering new information, ideas and concepts. Ask yourself good growth oriented questions rather than asking the professor too many questions. Concerns about your own counseling skills are especially important in these letters.

8. Write regularly. The letters to the professor are an investment in your education. They take time, thought and energy each week. No more than two letters will be accepted in any given week. **No letters will be accepted after April 26, 2001.**

9. Length of the reflection letters: Two no. 12 font size, double spaced, 8 1/2 x 11 pages about 2–3 pages maximum will be written per reflection. The quality of the letter is more important than the number of words.

10. Examples: See folder on reserve: “Dialogical Reflection Examples.”

Due Dates: Reflections are due at the start of the Tuesday/Thursday class periods on the following days: Feb 22; March 8; March 29 & April 19; **2001.**

Reflection papers 2 days past the due date will be graded lower for each day overdue. Letters must be placed in the manila folders used for taking attendance. No papers will be read if submitted through other means.

Grading: Each of the four letters will be graded by the standards established in the methodology given above. Letters will be assigned a numerical grade of 1-5 for each of the four papers with a **maximum** total of 20 points.

Samples: Several copies of reflections by former students of this class (with their permission), are available for your review in the library reserve section for PC&C 608. Please note that these were called dialogical reflections. Your letters will be personally addressed to me instead of an unnamed reader.

B. Team Research Paper:

1. Definition: A team is a small group of three to four course colleagues mutually committed to researching a pastoral care topic and writing a composite report with specific recommendations for action. Working together with colleagues to achieve a common goal is an important skill in the life of a church. This may demand more of you than doing the job alone. Most academic work is individually produced, on the other hand most work in the church is accomplished through cooperation with others. This course is designed to help you learn how to work with others in cooperative program development through conceptualization, planning, research, writing and execution of a specific pastoral care concern.

2. Methodology: Each team will choose a pastoral care issue not covered in class, but of mutual interest to all members of the team from the suggested list provided in class for you. The paper will begin with a focal problem or scenario. The first page will give a brief Vignette (short story) that situates the research project in the context of ministry. The last page will give a summary of findings from the research and recommendations for action to meet the needs of the initial pastoral care concern. Teams are required to do an internet search on the topic chosen for research. **Each person** is expected to have **at least two internet sources** for the research paper. There will be points deducted for papers with less internet sources per group (e.g. 3 people = 6 internet sources for the paper). See the folder on library reserve for proper documentation of internet sources. Each paper will be graded according to the following criteria:

The Opening Vignette -	Is relevant to research topic Presents a feasible pastoral problem.
The Body of Research -	Flows naturally out of the opening vignette Is well integrated by the team, as if written by one person. Must use the Internet as a resource (explicitly stated in paper). Is thoroughly addressed by the team. Is written in a well-constructed writing style with minimal errors throughout.
The Closing -	Makes practical use of the research in responding to the initial problem. Brings closure to the team's paper.

Each team will be responsible for making sure other research team have excess to their research paper by posting it on the Intranet in Mucherera's folder.

3. Due date: **April 24, 2001** in class. Every project received past due date will be penalized
3. Class credit: 20% of the final grade
4. Note: Normally all team members will receive the same grade – however grades may vary according to team evaluation reports.

VI. Reading Assignments:

You are required to read a minimum of 1500 pages. A collateral reading report card will be distributed at the start of the semester. Keep a careful record of your reading. Add and total the number of pages. Turn in the report at the beginning of the final exam period. I would advise you to do much of your reading before the beginning or early part of the semester or otherwise you are going to very much behind.

Be critical of what you read. Do not take the books and articles as the final authority. Just because it is printed does not make it Absolute Truth. I have chosen the readings because they are provocative and informative. If you disagree that is fine; however, you must clarify in your mind the reasons and evidence upon which you are basing your disagreement. Keep an open mind and attention to what the authors have to say. Compare their insights to other authors and your own experiences. To get the most out of your readings reserve time to reflect. Enter into a silent dialogical conversation with the authors to discover your agreements and disagreements.

A. **Required Reading:**

1. Dinkins, Burrell & Losoney. "Grief"
2. Frederic, Harold. *The Damnation of Theron Ware*.
3. Hunter Rodney, Gen. Ed. *Dictionary of Pastoral Care and Counseling: (On Reserve: See class dates for specific readings)* Pastor, Pastoral Care of, pp. 830-832; Burnout, pp. 112-113; Prayer and worship life, Pastor's, pp. 939-940; Identity, Pastoral pp. 567-568; Pastoral Theology pp. 867-872; Pastoral Theological Methodology pp. 862-864; Pastoral Care and Counseling p. 845; Pastoral Care pp.832-836; Pastoral Counseling pp. 849-854; Clergy, Empirical studies of, pp. 171-175; Cross-Cultural Pastoral Care pp. 251-252; Cultural and Ethnic Factors in Pastoral Care pp. 253-254.
4. Headley Anthony, *Achieving balance in ministry, 1999*.
5. Kollar, Charles Allen: *Solution-Focused Pastoral Counseling*
(This is our basic text for the theory and practice of pastoral counseling – Make this one of your first readings)
6. Kuenning, Delores. *Helping People Through Grief*.
(Many students find this to be a very emotional book. You may want to read a few chapters at a time.)
7. Nichols, Michael P. *The Lost Art of Listening*: (This is the best book available for learning how to really listen and to discover why this is so difficult to do. Another one of your first readings)
8. Steinborn, Melvin. *The Lay Driven Church: How to Empower the People In Your Church to Share In the Task of Ministry*.
9. Steinke, Peter. *How Your Church Family Works*.

B. **Recommended Readings:** (Note: All recommended readings will be on reserve).

Eppley /Melande. *Starting Small Groups and Keeping Them Going*

Fortune, Marie. *Is Nothing Sacred*

Hands, Donald, & Fehr, Wayne. *Spiritual Wholeness for Clergy*

Mosley, E.E. *Priorities in Ministry*.

Patton, John. *Pastoral Care In Context*

Peterson, Eugene. *Working the Angles*

Rhode, Helga. “*Dealing With Conflict and Confrontation*” (library reserve). Film also available.

Seamands, David. *The Healing of Damaged Emotions*

Shawchuck, Norman & Heuser, Roger. *Leading the Congregation: Caring for Yourself While Serving the People*.

Stone, Howard W. *Theological Context for Pastoral Care Giving*.

Switzer, David. *The Minister As Crisis Counselor*

Wimberly Edward. *Using Scripture in Pastoral Counseling*

Articles on Reserve:

Addictions: Sexual

Addictions: Church Professionals and Work Addiction

Burnout: Clergy Burnout

Clergy Sexual Misconduct: The Prevalence and Contributing Factors of Sexual Misconduct among Southern Baptist Pastors in Six Southern States

Clergy Marriage: Clergy Divorce Spills into the Aisle

Pastoral Counseling: “Sex in the Parish”

Boundaries: Sexual Exploitation “Saying No”

Mentors, Marriage

Boundaries: “Incest and Clerical Relationships”

Boundaries: Dialogical Reflections

Boundaries: “Conduct Unbecoming a Preacher”

Dual Clergy Couples: Handling Greedy Clergy Roles: A Dual Career Example

Stress: Clergy Under Siege

Stress: Pastors under fire: A personal report

Boundaries: “Good Fences Make Good Pastors”

Boundaries: “Why Adulterous Pastors Should Not Be Restored”

Boundaries: Safety in the Therapy Hour

Pastoral Counseling: Professional and Ethical Issues

Pastoral Counseling: Confidentiality and the Pastoral Minister: Duty, Right or Privilege?
Boundaries: In Professional Relationships
Law: Counseling

VI. Course Procedures. Class Sessions: The size of a required class necessitates the use of the lecture method of teaching. Where appropriate, interactive class activities, class discussions, film, role-play, interviews, and guest lecturers will be utilized to communicate and integrate the subject matter of the course. Reading, writing, peer discussions, research for the team project, and exams will contribute to the learning process.

VII. Evaluation:

A. **General Approach:** Evaluation is a continuous process. It will take place throughout the semester. Please know that comments and grades are not intended as judgments of you as a person, but rather as a benchmark to let you know how well you are doing at a particular time and the end of the course. Students can achieve the best grade by: (1) Completing assignments in a timely fashion. (2) Full participation in team projects with shared responsibility. (3) Completing assignments consistent with the quality level expected of a graduate student. (4) Demonstrate knowledge and practice of care and counseling skills. (5) Scoring at high levels on the mid-term and final exams.

B. **Standards:** For successful completion of this course you will be expected to:

1. Think pastorally from a biblical, theological and behavioral science perspective.
2. Know and use listening skills and reflective questions.
3. Learn cooperatively and collaboratively.
4. Apply learnings to the practice of ministry.
5. Analyze assumptions of theories and practices of pastoral care and counseling.
6. Acquire information about Internet resources for pastoral care ministry.

Grading System: Numerical grades will be assigned to each item involved in the evaluation process. A letter grade based upon the accumulation of numerical points will be sent to the registrar at the end of the semester. No grades will be posted or distributed by the instructor. The following percentages are used for determining the letter grade. See the grading scale in the *Grading and Evaluation* section in the Seminary catalog.

Dialogical Reflections: 20% (four reflections)

Team Term Paper 20%

Reading Report 10% (**due the day of exam**, no exception or won't count and you loose 10 points automatically. Be honest in reporting the number of pages you read.

Exam (mid-term) 25%

Exam (final) 25%

Note: *There will be grade point reduction for turning in assignments after the time indicated.*

D. **Incomplete grades.** An incomplete will be given only in the case of severe illness or other unusual circumstances. Please be aware that the final decision on receiving permission for an incomplete grade belongs to the Dean of the School of Theology.

E. **Course Evaluations:** I welcome your observations on how well this course is proceeding. When necessary, we will make mid-course corrections to get as much benefit from the class as possible. If you do not understand something just ask. As you know, there will be a formal opportunity for you to confidentially evaluate the course and me at the end of the semester. I value your participation in the improvements to my teaching and the subject matter taught. Please take this request seriously and approach the opportunity prayerfully and honestly.

“You are your own best teacher. How well you do in school, how much you learn and the grades you get are entirely up to you.” Adam Robinson *What Smart Students Know*

VIII. Office Hours and Contact Information

Time to talk with the professor about course related matters is available upon request. The office is located in Stanger Hall, Room 413. Telephone: 858-2289. Messages may be left on the voice mail system or with the Pastoral Ministry Administrative Assistant, Mrs. Jeanne Glass. My E-mail address is tapiwa_mucherera@asburyseminary.edu. Request for personal counseling should be made with the Director of Student Life. By a decision of the Pastoral Ministries Department students presently enrolled in classes of counseling professors will not be counseled by their professors.

IX. Class Schedule *

<u>Week of Study</u>	<u>Date</u>	<u>Units of Study & Resources</u>
Week 1	Feb 6.	Orientation to PM 608, The Servant As Pastoral Care Giver Intro to Personal Foundations for Pastoral Care. Self-Care Read Anthony Headley - <i>Achieving Balance in Ministry</i> <i>Stress: Clergy under siege; Stress: Pastors under fire: A personal report</i> (on reserve)
	Feb 8	Personal Foundations for Pastoral Care <u><i>Dictionary of Pastoral Care and Counseling</i></u> <i>(On Reserve): Pastor, Pastoral Care of, pp 830-832; Burnout, pp 112-113; Prayer and worship life, Pastor's, pp 939-940. Read</i>

Week 2	Feb 13	Shared Ministry- <i>an alternative - to burnout</i> Priesthood of all believers. <i>From “my” ministry to “our” ministry, “my” church to “our” church. The Lay- Driven Church.</i>
	Feb 15	Pastoral Identity -Who am I? <u><i>Dictionary of Pastoral Care and Counseling. (On Reserve) Read : Identity, Pastoral pp. 567-568. Clergy, Empirical studies of, pp. 171-175</i></u>
Week 3	Feb 20	Defining Pastoral Care and Counseling Read and be prepared to discuss: <u><i>Dictionary of Pastoral Care.... : Pastoral Care and Counseling p. 845. Pastoral Care pp.832- 836. Pastoral Counseling pp.849-854.</i></u> Pastoral Care Team Projects.
	Feb 22	Counseling skills practice: The importance of listening in a pastoral conversation. Attending Behavior (<i>Reflection Paper due</i>)
Week 4	Feb 27	Counseling skills practice: The importance of listening: Active Listening Skills Developing a theory for healing, pastoral conversation. The art of probing
	March 1	Learning to listen in pastoral conversations Read and be prepared to discuss: <i>The Lost Art of Listening</i>
Week 5	March 6	Learning to think like a pastor: Theology from a pastoral care and counseling perspective. <u><i>Dictionary of Pastoral Care.... Pastoral Theology pp. 867-872, Pastoral Theological Methodology pp. 862-864.</i></u>
	March 8	Developing a theory for healing, pastoral conversation. Read and be prepared to discuss : <i>Solution-focused Pastoral Counseling (Reflection Paper due)</i>

Week 6	March 13	The Bible from a pastoral care and counseling perspective. Read: <i>Using Scriptures in Pastoral Counseling. (On Reserve)</i>
	March 15	Developing a theoretical perspective for pastoring and be prepared to discuss: Read: <i>How Your Church Family Works</i>
Week 7	March 20	Understanding Depression.
	March 22	Suicide
Week 8	March 27	Crisis Counseling: Read: <i>The Minister As Crisis Counselor (Reflection Paper due)</i>
	March 29	Mid Term Exams
Week 9	April 3	Pastoring during times of suffering. Read: <i>Helping People Through Grief</i> Married students also read: “Shared Sorrow” (on reserve) Issues in Death and Dying: Read: “ Grief ” article by Burrell Dinkins and Losoney (on library reserve)
	April 5	Film: “Walk Me To The Water” Counseling skill practice for grief situations
Week 10	April 9 - 13	Reading Week
Week 11	April 17	Pastoral Visitation/ Nursing home
	April 19	Hospital Visitation (<i>Reflection Paper due</i>)
Week 12	April 24	Pre-marital counseling. Read: Samaria Pre-counseling Covenant (on reserve) <i>(All group projects are due today – no exceptions)</i>
	April 26	Marriage/ Marital Counseling
Week 13	May 1	Group presentations
	May 3	Group presentations

Week 14

May 8

Not in my church – Video – Crossing boundaries
Crossing boundaries and betrayal by the Pastor Read: *The Damnation of Theron Ware*. Video – *Not in my church* -review
Boundaries: Read “**Boundaries**” booklet
“**Boundaries for Women**” (on reserve)
Sex in the Parish (on reserve)
Confidentiality letter (on reserve)
“**A Psychiatrist’s View of Transference and Counter-Transference in the Pastoral Relationship** (on reserve)

May 10

Crossing Cultural barriers in Pastoral Care - Video – *Cross-cultural issues*
Cross-cultural Pastoral Care and Counseling
Be prepared to discuss: *Dictionary of Pastoral Care and Counseling*, *Cross-cultural Pastoral Care pp. 251-252; Cultural and Ethnic Factors in Pastoral Care pp.253-254.*

Week 15

Final Exam

Tuesday 15, 2001 6:00 – 8:00

* The instructor reserves the right to change the schedule any time during the semester.